

The Alabama Department of Early Childhood Education

2019
Jeana Ross, Secretary



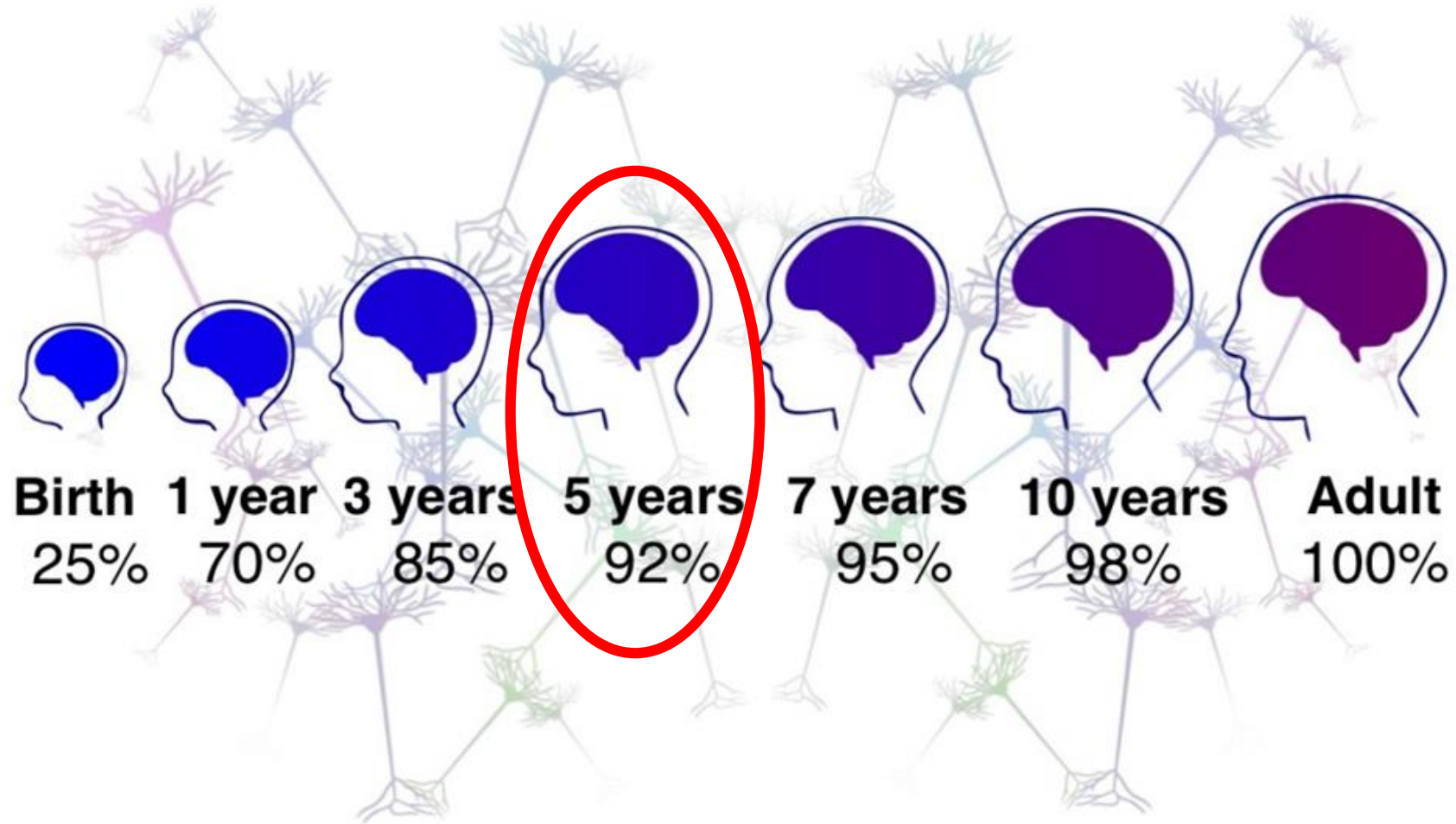
ALABAMA DEPARTMENT OF
Early Childhood
Education

First Class Pre-K
First Teacher Home Visiting
Children's Policy Councils
Children First Trust Fund
Head Start Collaboration
Child Care Quality Coaching/
Parent Engagement

Early Years of Life Matter

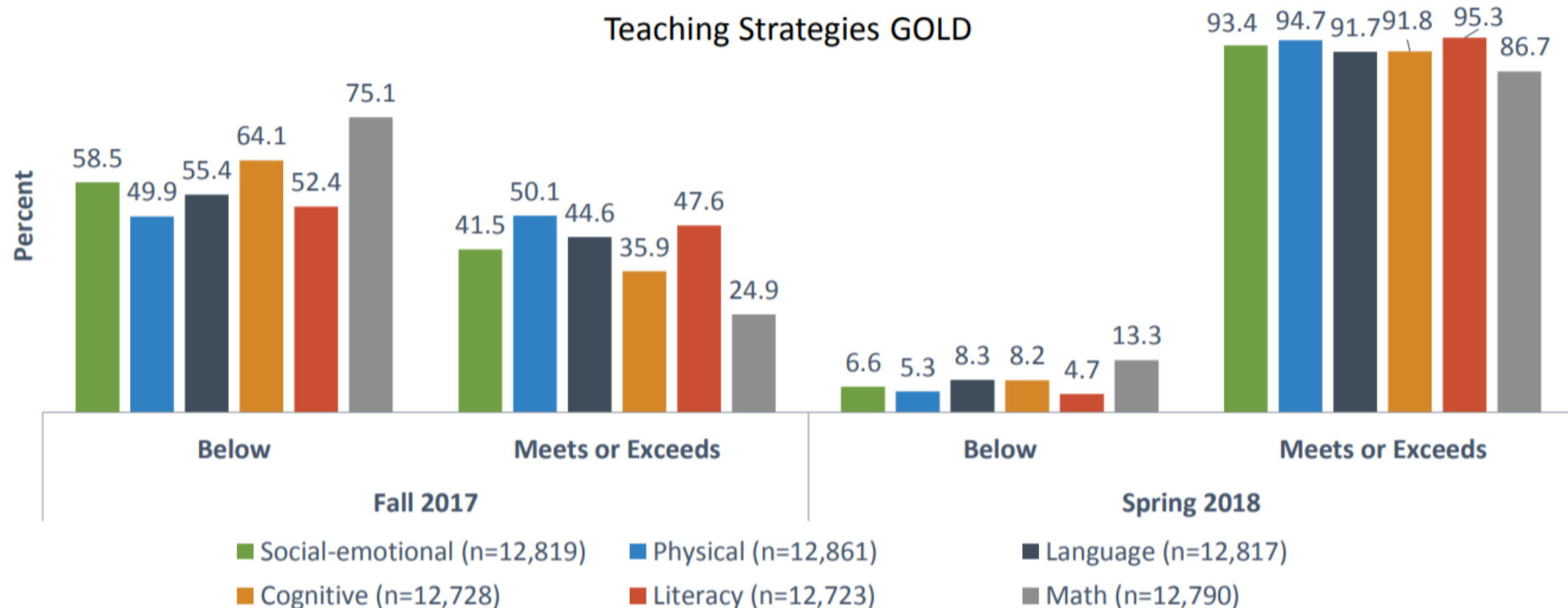
Nobel Prize winner Professor James Heckman's work with a consortium of economists, psychologists, statisticians, and neuroscientists shows that **early childhood development** directly influences economic, health and social outcomes for individuals and society.





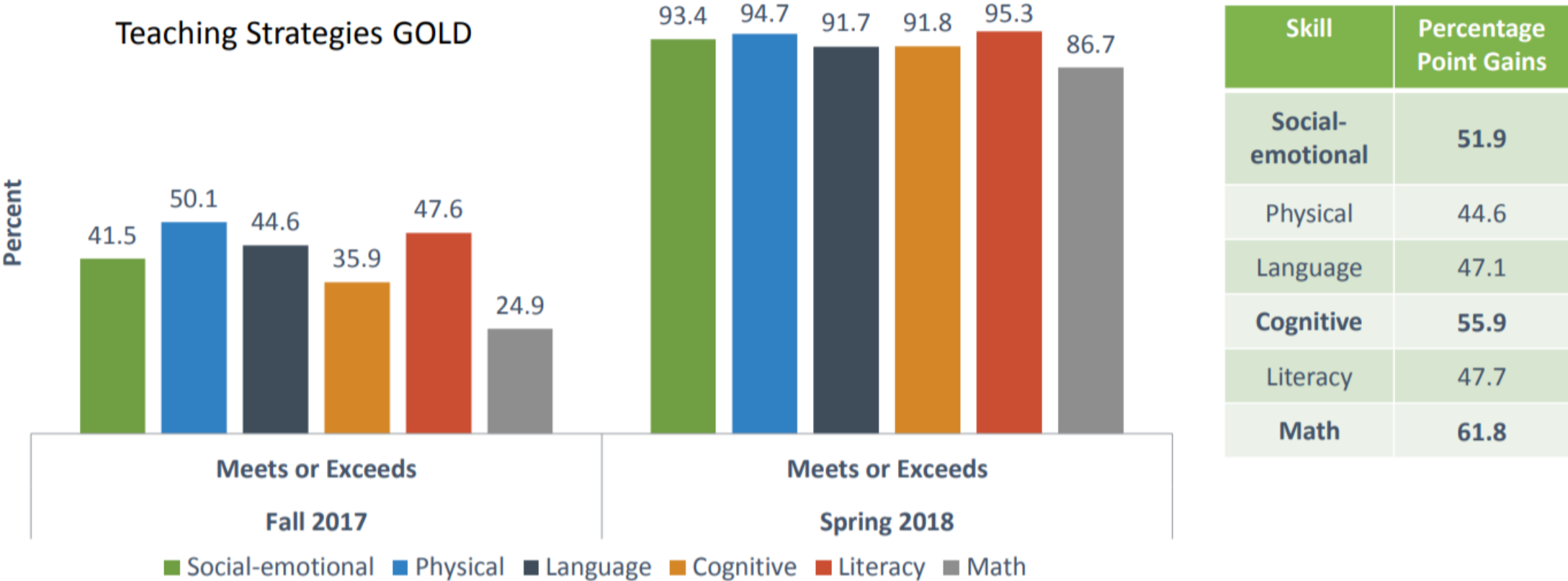
Exceeding Developmental Expectations

Though half or more of children arrived in First Class Pre-K below developmental expectations, nearly all were meeting or exceeding by the end of the year.



Gains in Developmental Skills

The largest gains in percent meeting or exceeding by the end of the First Class Pre-K year were for math, cognitive, and social-emotional skills.



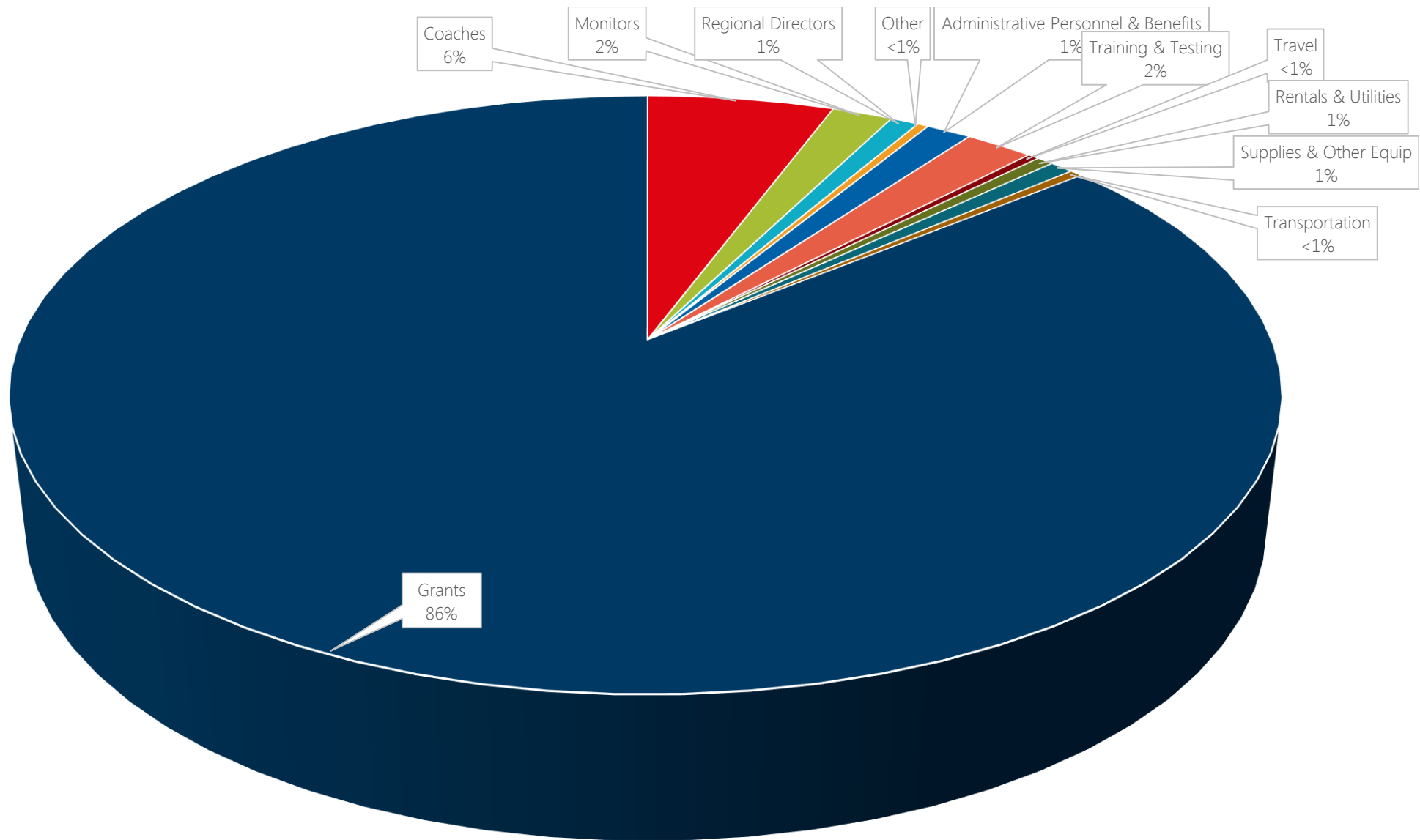
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Budget Year	State Appropriations	Number of Classrooms	Number of Students	Number of Eligible Children	Percent Access
2005-2006	\$4,326,050	57	1,026	60,002	1.7%
2006-2007	\$5,369,898	59	2,062	60,565	1.8%
2007-2008	\$10,000,000	128	2,304	62,354	3.7%
2008-2009	\$15,490,831	185	3,330	59,803	5.5%
2009-2010	\$18,376,806	215	3,870	61,093	6%
2010-2011	\$18,376,806	217	3,906	62,104	6%
2011-2012	\$19,087,050	217	3,906	62,104	6%
2012-2013	\$19,087,050	217	3,906	59,987	6.5%
2013-2014	\$28,624,146	311	5,598	60,665	9%
2014-2015	\$38,462,050	419	7,698	59,216	13%
2015-2016	\$48,462,050	652	11,736	58,740	20%
2016-2017	\$64,462,050	811	14,934	59,736	25%
2017-2018	\$77,462,050	941	15,996	57,128	28%
2018-2019	\$95,962,050	1,045	18,756	58,317	32%

Investment in Expanding Access

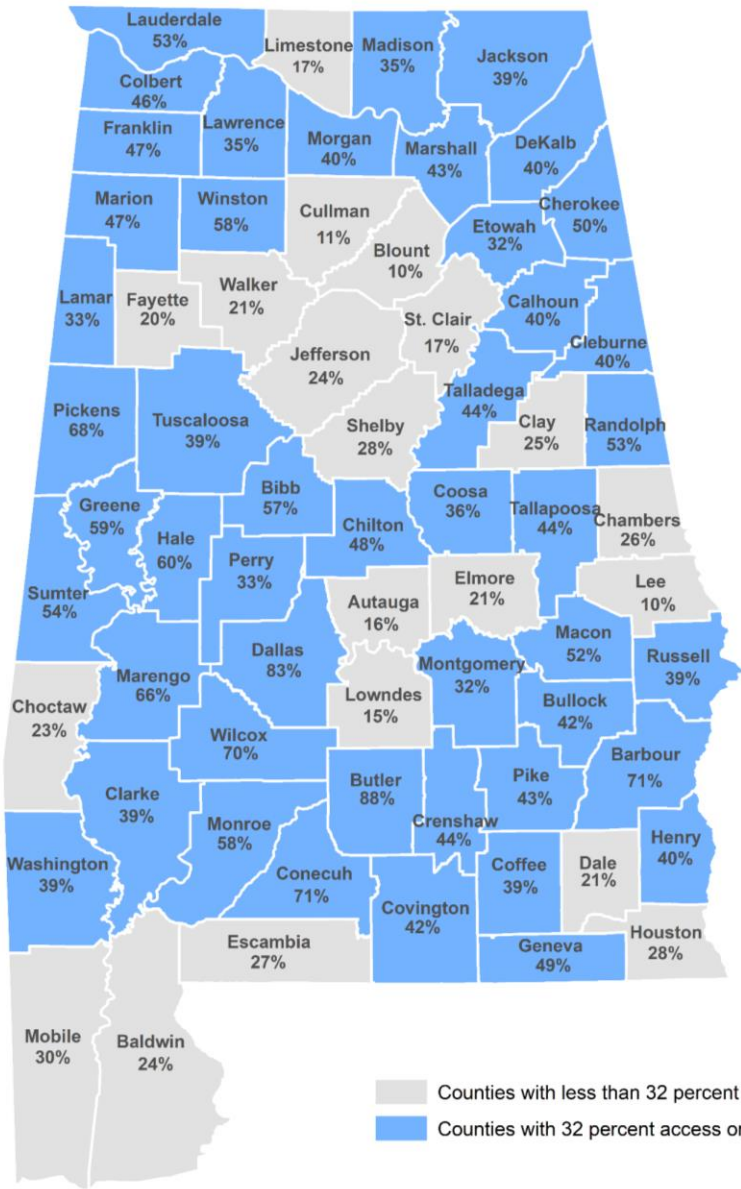
There are currently 5,462 students on the waitlist for this current 2018-2019 school year. As of January 28, 2019, 9,904 children have pre-registered for the 2019-2020 school year.

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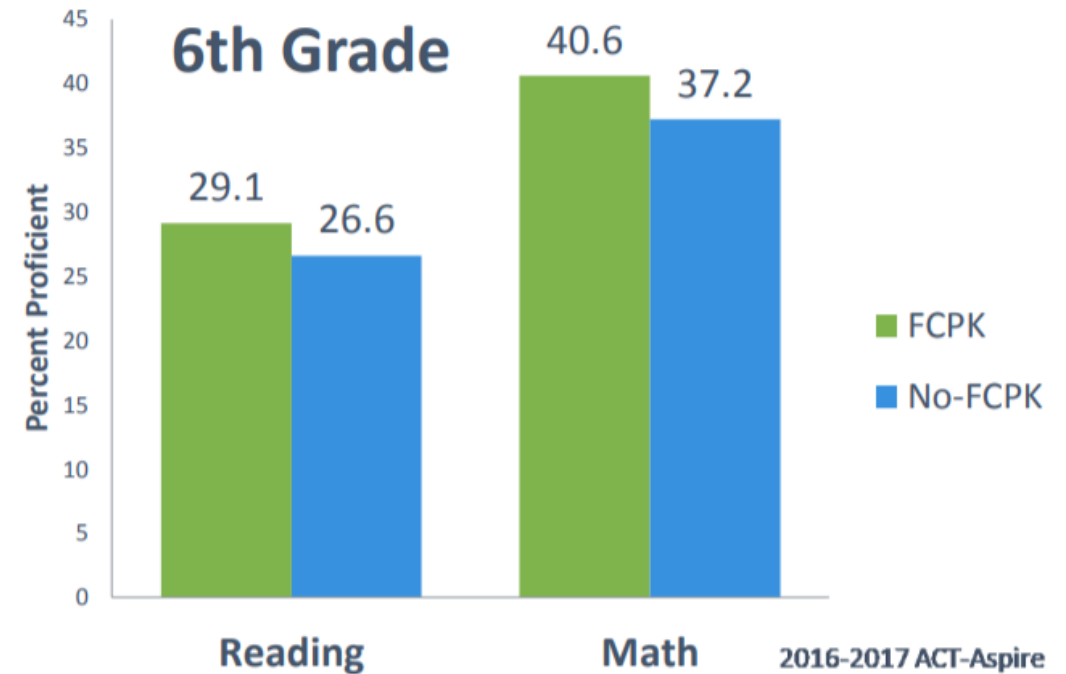
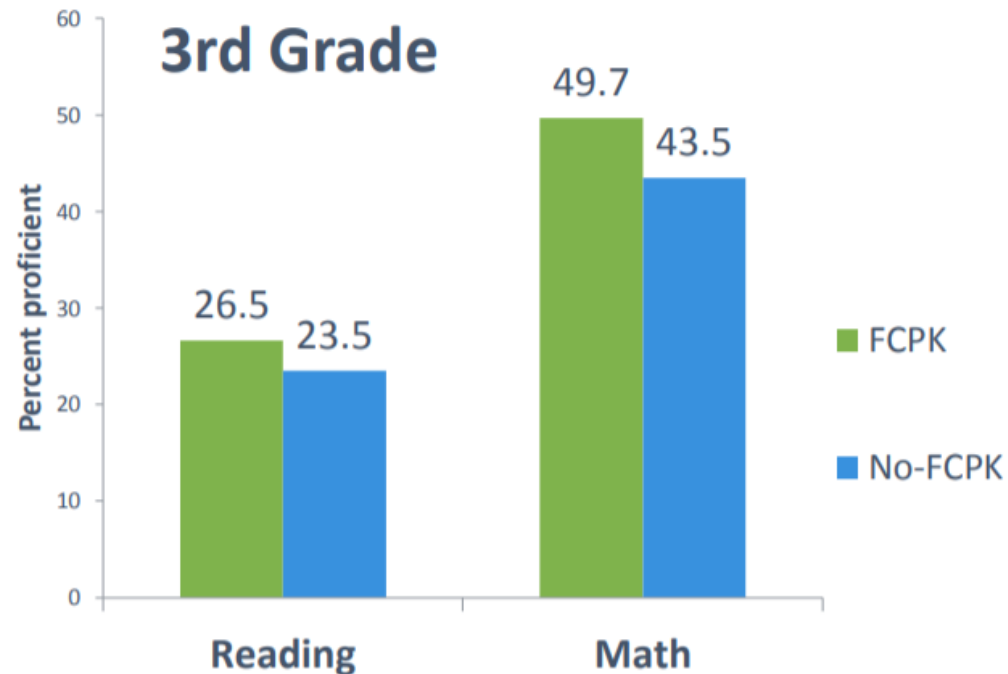
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Percentage of four-year-olds enrolled in First Class Pre-K



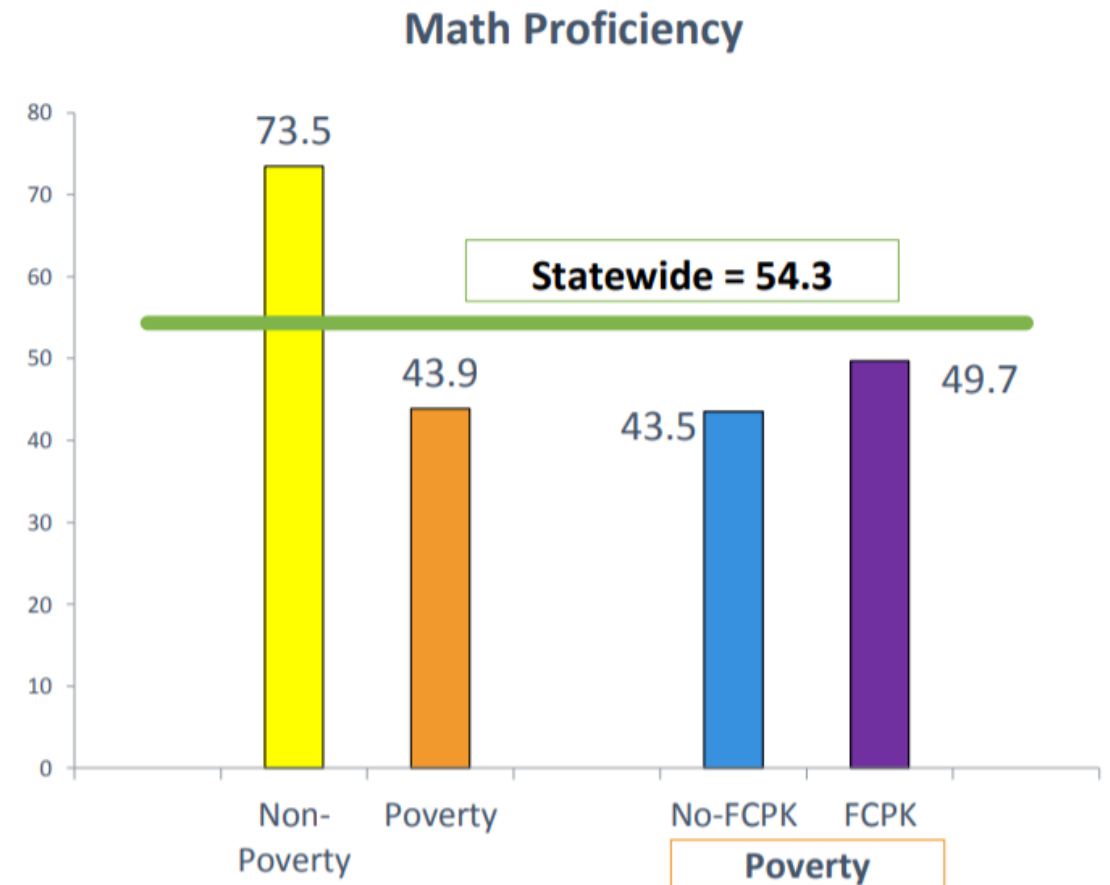
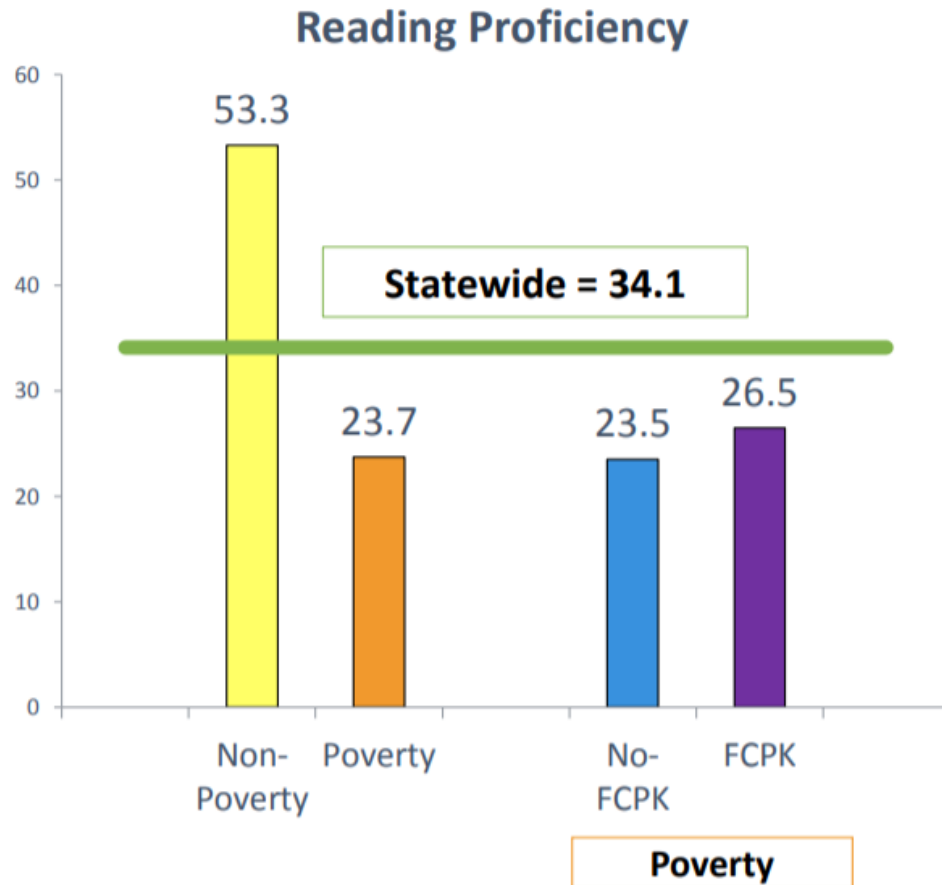
Impact for Low-Income Students: Reading & Math Proficiency at 3rd and 6th Grades

Statewide analysis among Alabama's most vulnerable 3rd and 6th grade children shows that children who received First Class Pre-K were **more likely to be proficient in reading and math** compared with children who did not receive First Class Pre-K.



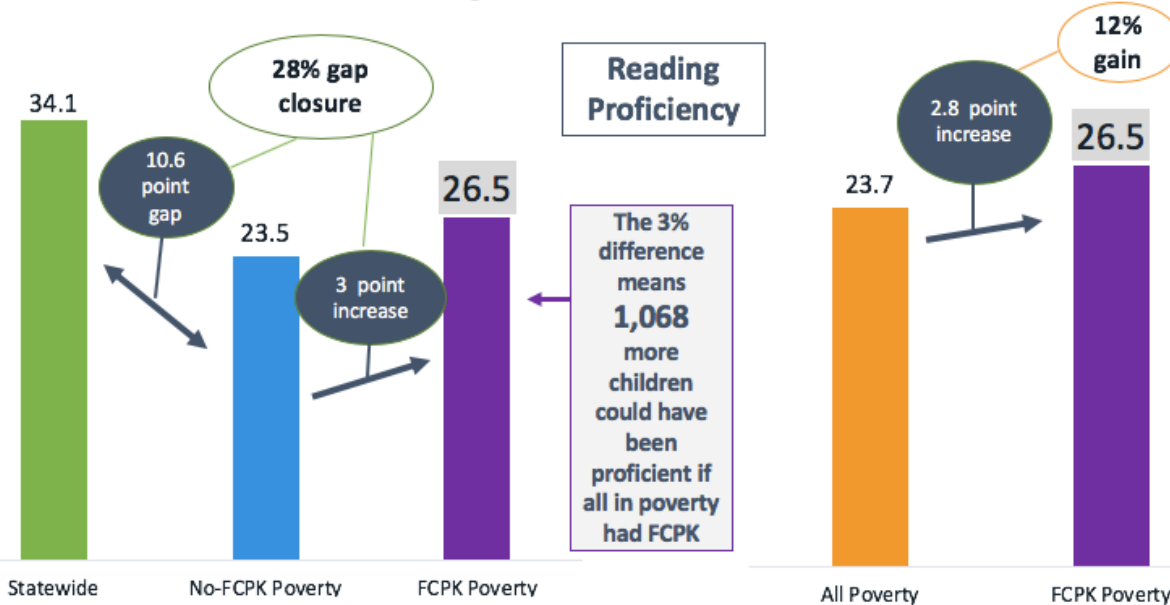
3rd Grade Achievement Gap Based on Income

In both Reading and Math, we observe a **29.6 percentage point gap** in proficiency between poverty and non-poverty students. First Class Pre-K closes that gap for children in poverty.



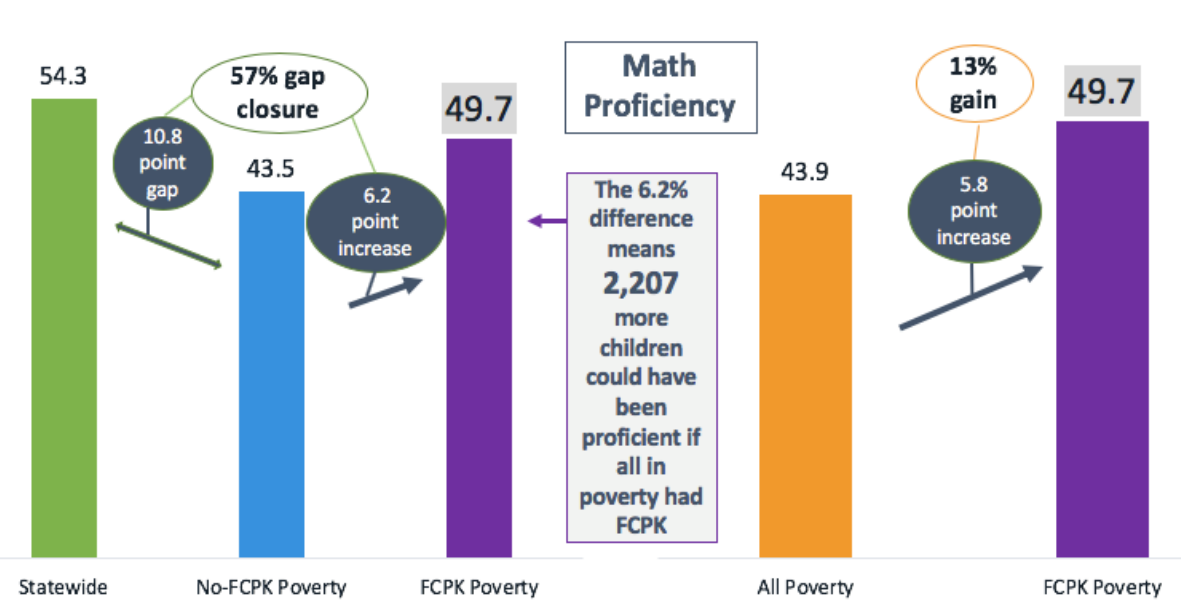
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Impact: Narrowing the 3rd Grade Achievement Gap in Reading for Low Income Students



2016-2017 ACT-Aspire

Impact: Narrowing the 3rd Grade Achievement Gap in Math for Low Income Students

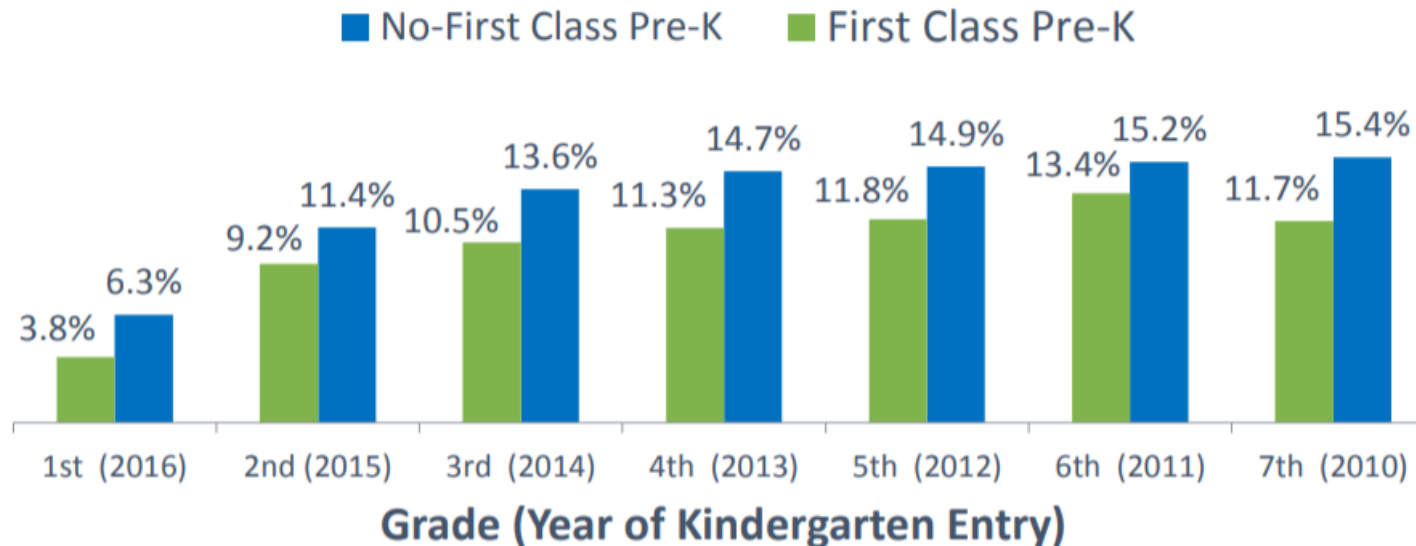


2016-2017 ACT-Aspire

Impact: Grade Retention for All Alabama Students

Children who received First Class Pre-K are less likely to be retained in grade than children who did not attend.

Percent of All Students Retained as of Fall 2017



The differences in grade retention are even larger among more vulnerable low-income children.

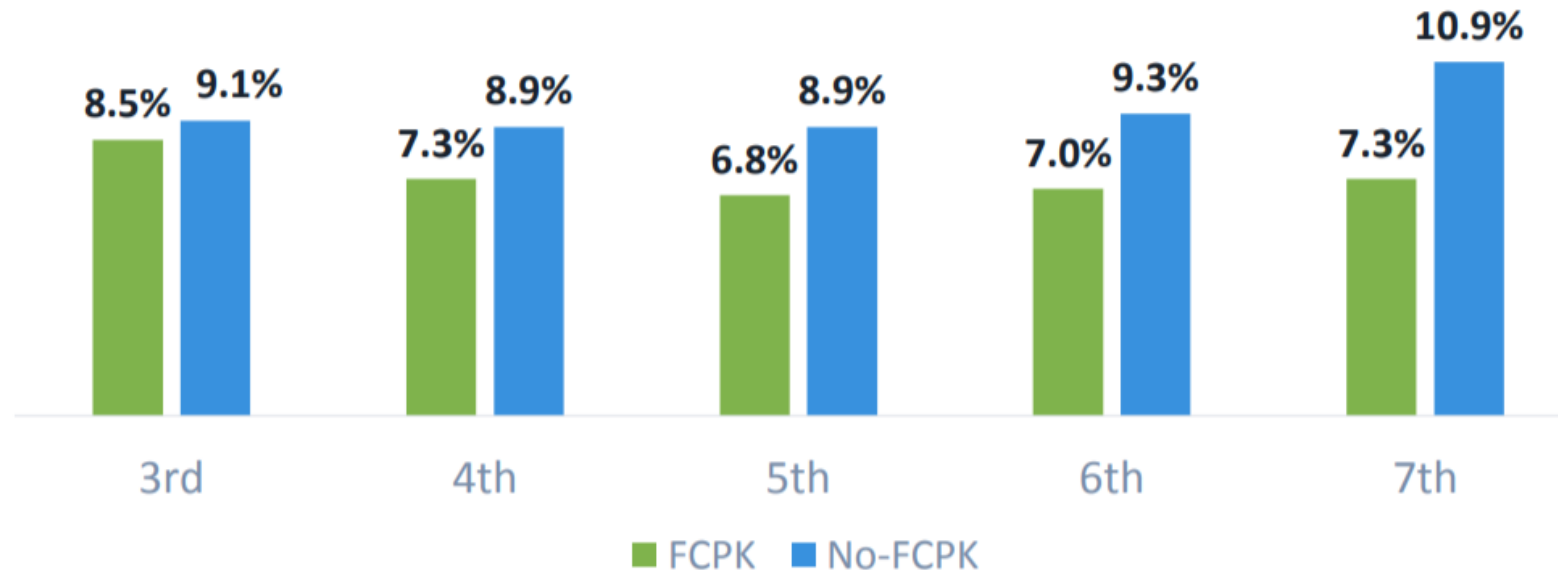
Reducing retention =
Fewer “extra years” →
cost savings

A study of 4 groups of low income children estimated potential cost savings of \$11.1M to \$17.3M per year.

Impact: Attendance for Low Income Students

Alabama First Class Pre-K children consistently over time and across grades miss fewer days of school. Low income children who received First Class Pre-K are less likely to be chronically absent.

Percentage of Low Income Children who were Chronically Absent by Grade, 2015-2016 school year

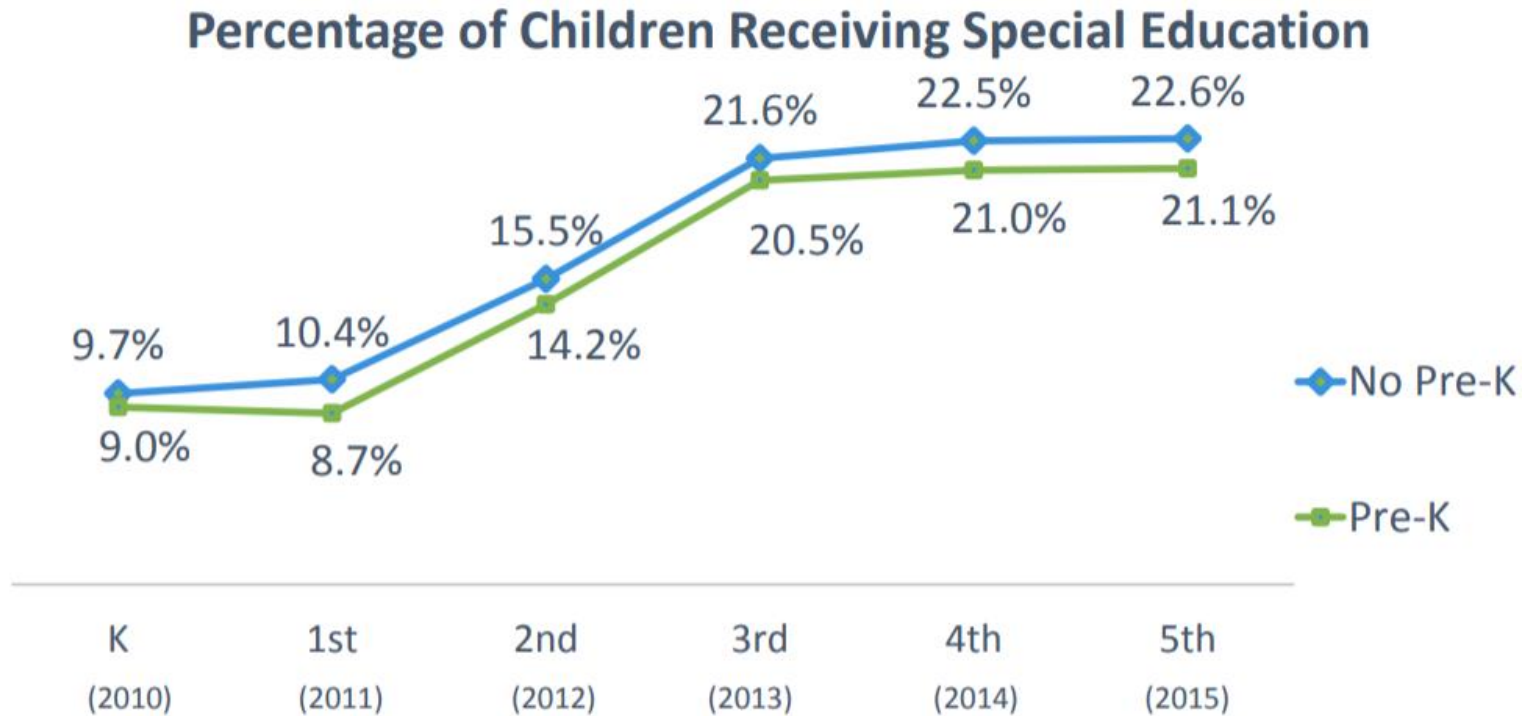


These differences result in an estimated \$5,403,655 in cumulative "lost cost" avoided

Chronically absent students missed 18 or more days per year

Impact: Special Education for All Alabama Students

In an analysis of children who began Kindergarten in 2010, at each grade children who received First Class Pre-K **needed special education services at lower percentages** compared with children who did not receive First Class Pre-K.

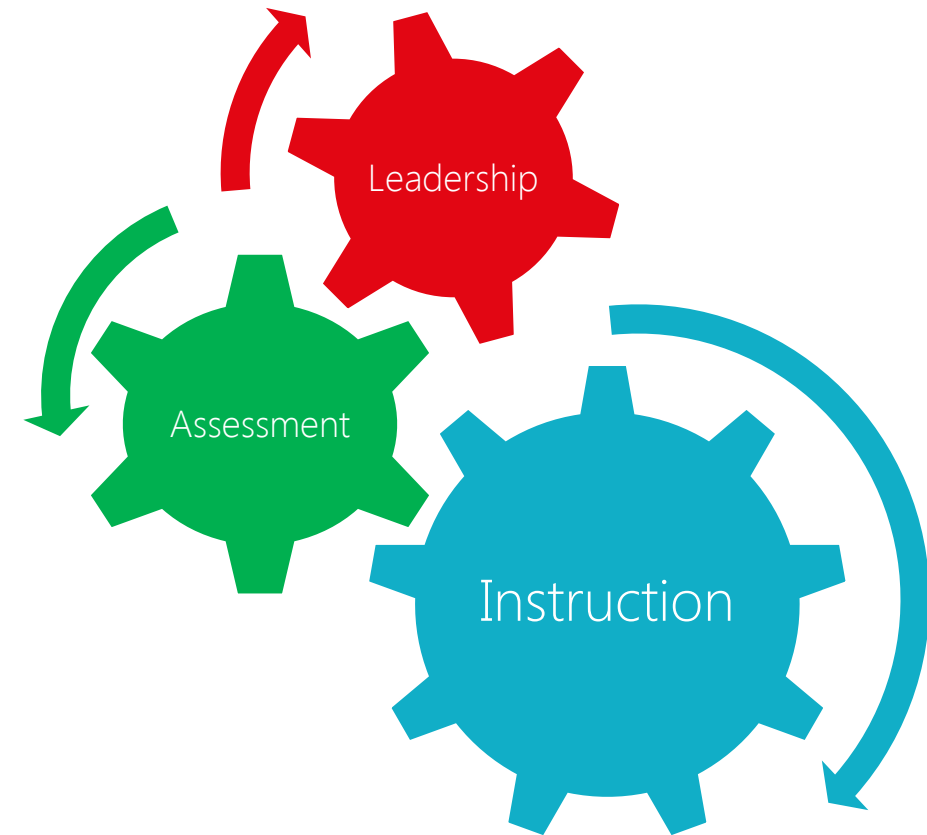


These differences result in a cost savings of **\$4,374,400** over this group's K-12 experience

Early Learning and Family Support: First Teacher Home Visiting

As the lead agency for home visitation in the state, DECE administers voluntary evidence-based home visiting programs that focus on school readiness, family and child health, and families in need of resources in their communities.





LEADERSHIP

- **Embrace** the Pre-K-3 early learning continuum
- **Ensure** developmentally appropriate practice
- **Participate** in a year long leadership academy and a community of practice

ASSESSMENT

- Ongoing, observation, standard-based
- **Include all domains of development:** social emotional, language, physical, cognitive, literacy, mathematics, social studies, science and technology

INSTRUCTION

- **Align** and coordinate standards
- Use **consistent instructional approaches** across grades
- **Family engagement**
- Horizontal and vertical **team meetings**
- Active participatory learning approach, project-based learning
- **Builds on the success** of Alabama First Class Pre-K

Language Essentials for Teachers of Reading and Spelling (LETRS)

- **Recommit** to ensure that every child reads on grade level by the end of 3rd grade
- **Intensive learning experience** for Alabama P-3 teachers, coaches, administrators, and college and university professors
- **290 educators** who voluntarily chose to further their knowledge and skills by participating in the LETRS opportunity: 123 (coaches, administrators, professors), 124 K-3 teachers, and 43 Pre-K teachers.
- **132 educators on the LETRS waitlist**
- 8 educators who would like to receive additional training to become an Alabama Facilitator of LETRS in Summer 2019



Alabama First Class Pre-K is a high quality program of excellence that values the importance of highly skilled teachers in providing children the learning experiences that significantly impact school achievement and life success.



Through a coaching and monitoring system each pre-k class is supported to provide the quality that produces real sustained results in closing the learning gaps for children and fosters the social, emotional, and cognitive development of all children.

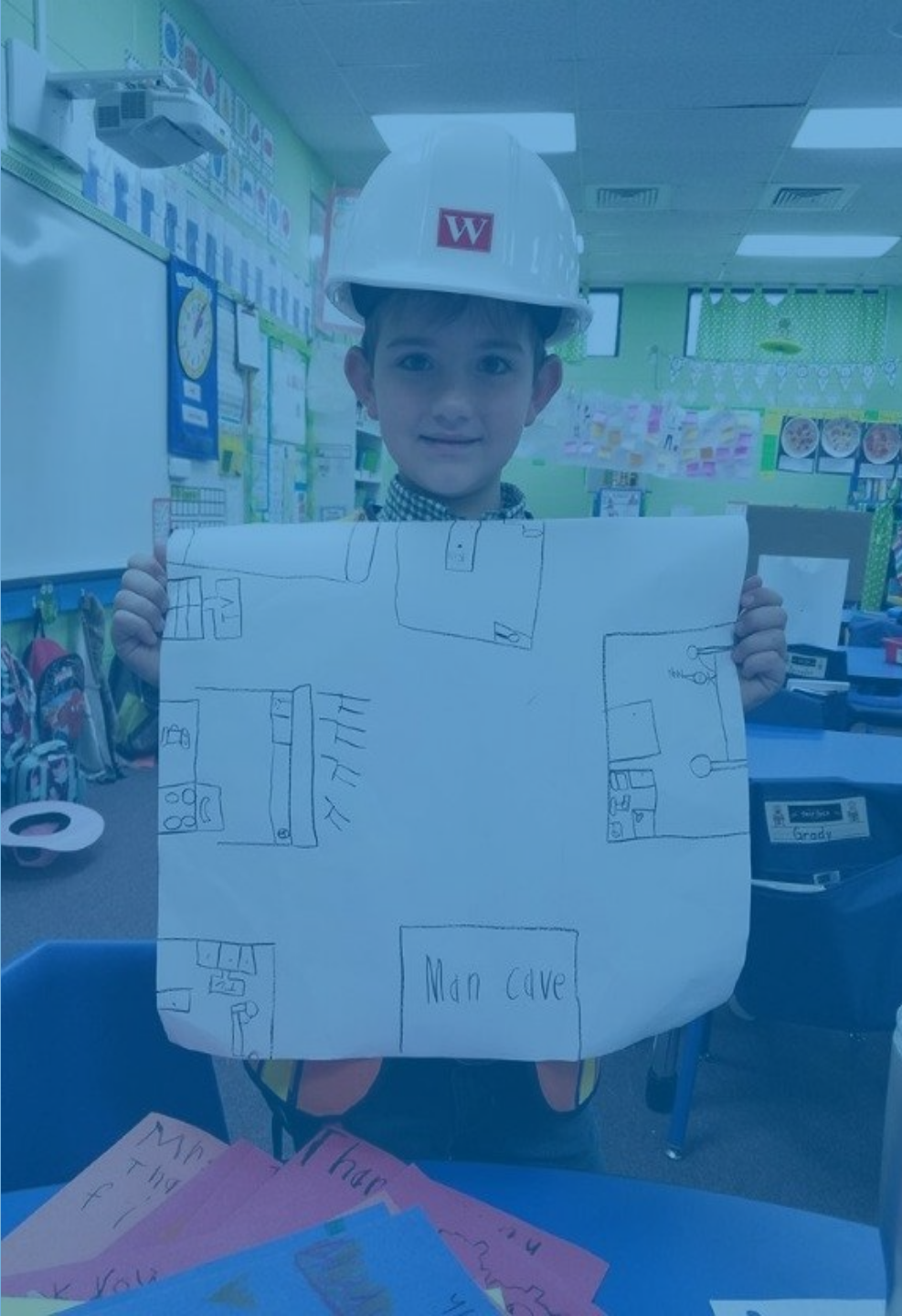


As access to First Class Pre-K continues to expand, Alabama will determinedly preserve this standard of quality.

Expanding Access

Additional funds for First Class Pre-K means more than just additional classrooms and children served. It means providing high quality preschool programs, with specialized educational requirements for teachers, professional development, monitoring for quality assurance, and reflective coaching for teachers based on identified needs. This leads to well-prepared teachers providing excellent preschool programs in enriching, supportive classrooms where children become confident and ready for future school success.





“Alabama needs a comprehensive approach of collaboration that improves education from Pre-K to the workforce. That’s the goal of Strong Start, Strong Finish.

Every child deserves a strong start to their educational experience.

Developmentally-appropriate policies will strengthen and support education from Pre-K through the third grade. This impacts a child’s social, emotional, and cognitive development.

- Governor Kay Ivey

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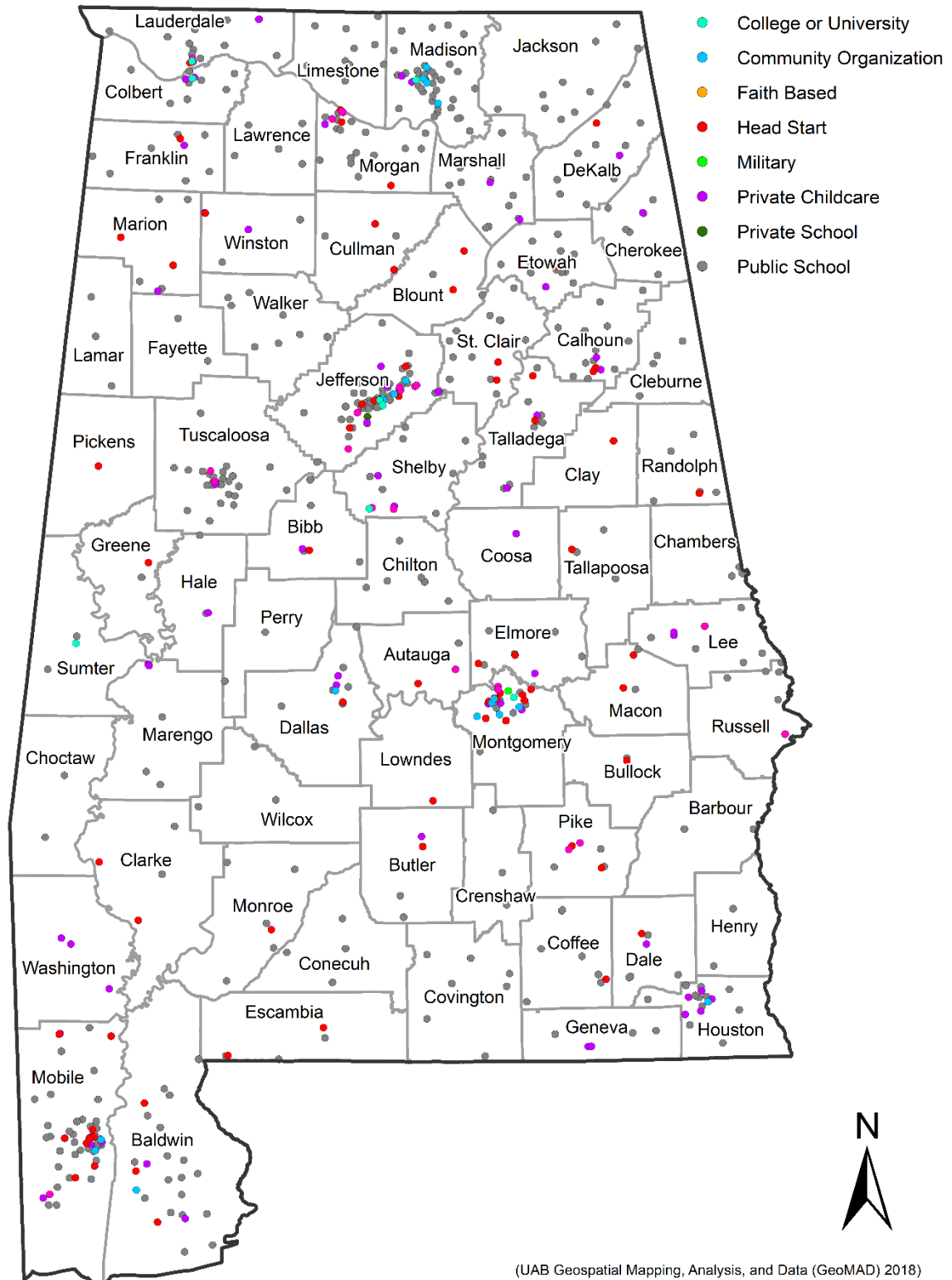
2018-2019 Classrooms by County and Delivery Type
children.alabama.gov

Classrooms per County	
County	Number
Autauga	6
Baldwin	34
Barbour	10
Bibb	9
Blount	4
Bullock	3
Butler	11
Calhoun	29
Chambers	6
Cherokee	7
Chilton	14
Choctaw	2
Clarke	6
Clay	2
Cleburne	4
Coffee	13
Colbert	17
Conecuh	6
Coosa	2
Covington	11
Crenshaw	4
Cullman	6
Dale	7
Dallas	21
Dekalb	19
Elmore	12
Escambia	7
Etowah	20
Fayette	2
Franklin	11
Geneva	8
Greene	3
Hale	7
Henry	4

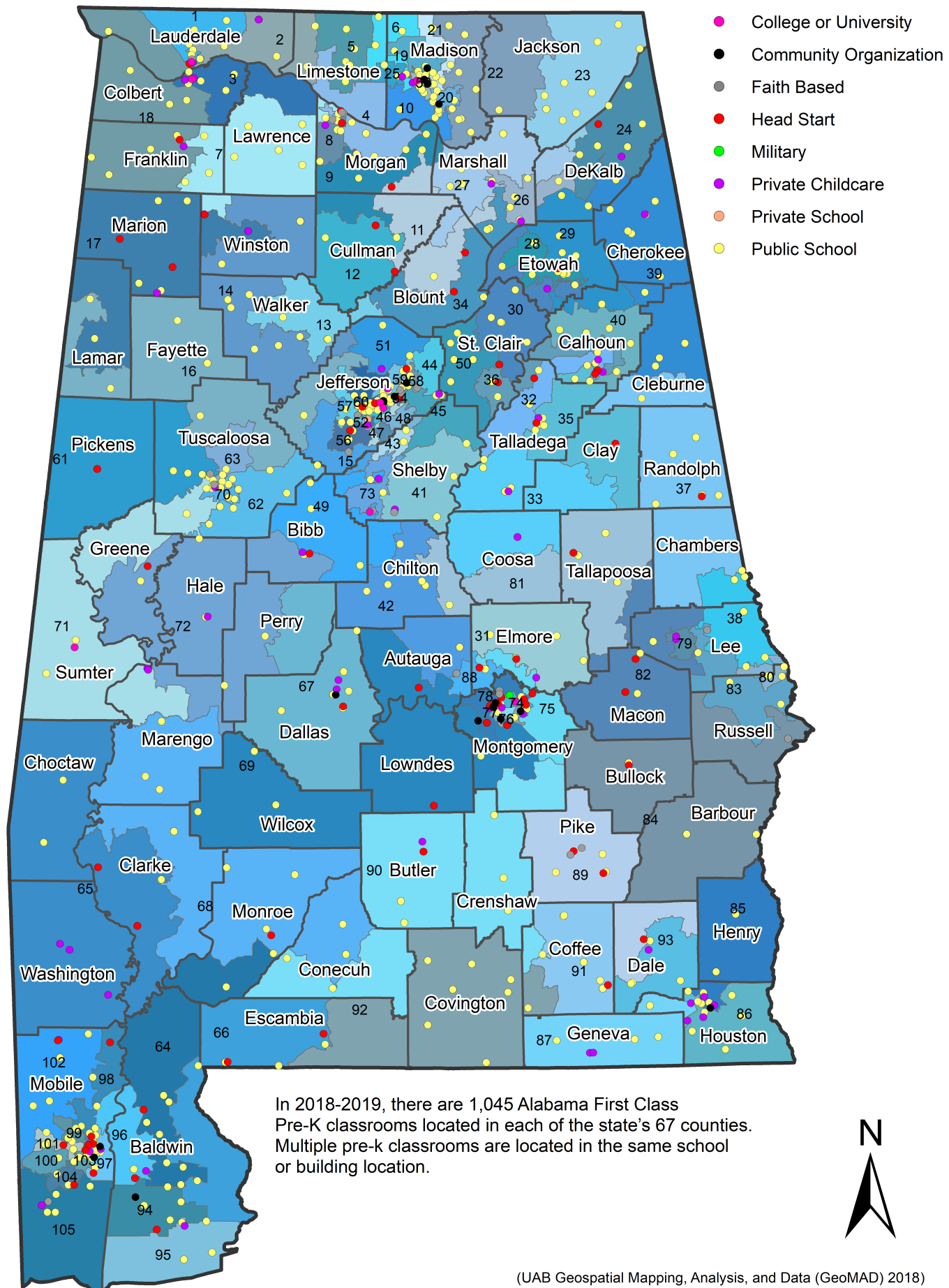
Classrooms per County, cont.	
County	Number
Houston	20
Jackson	12
Jefferson	110
Lamar	3
Lauderdale	27
Lawrence	7
Lee	11
Limestone	10
Lowndes	1
Macon	5
Madison	81
Marengo	9
Marion	8
Marshall	33
Mobile	89
Monroe	7
Montgomery	53
Morgan	32
Perry	2
Pickens	8
Pike	8
Randolph	8
Russell	17
Shelby	16
St. Clair	25
Sumter	4
Talladega	21
Tallapoosa	11
Tuscaloosa	53
Walker	9
Washington	4
Wilcox	6
Winston	8

State Grand Total	1045
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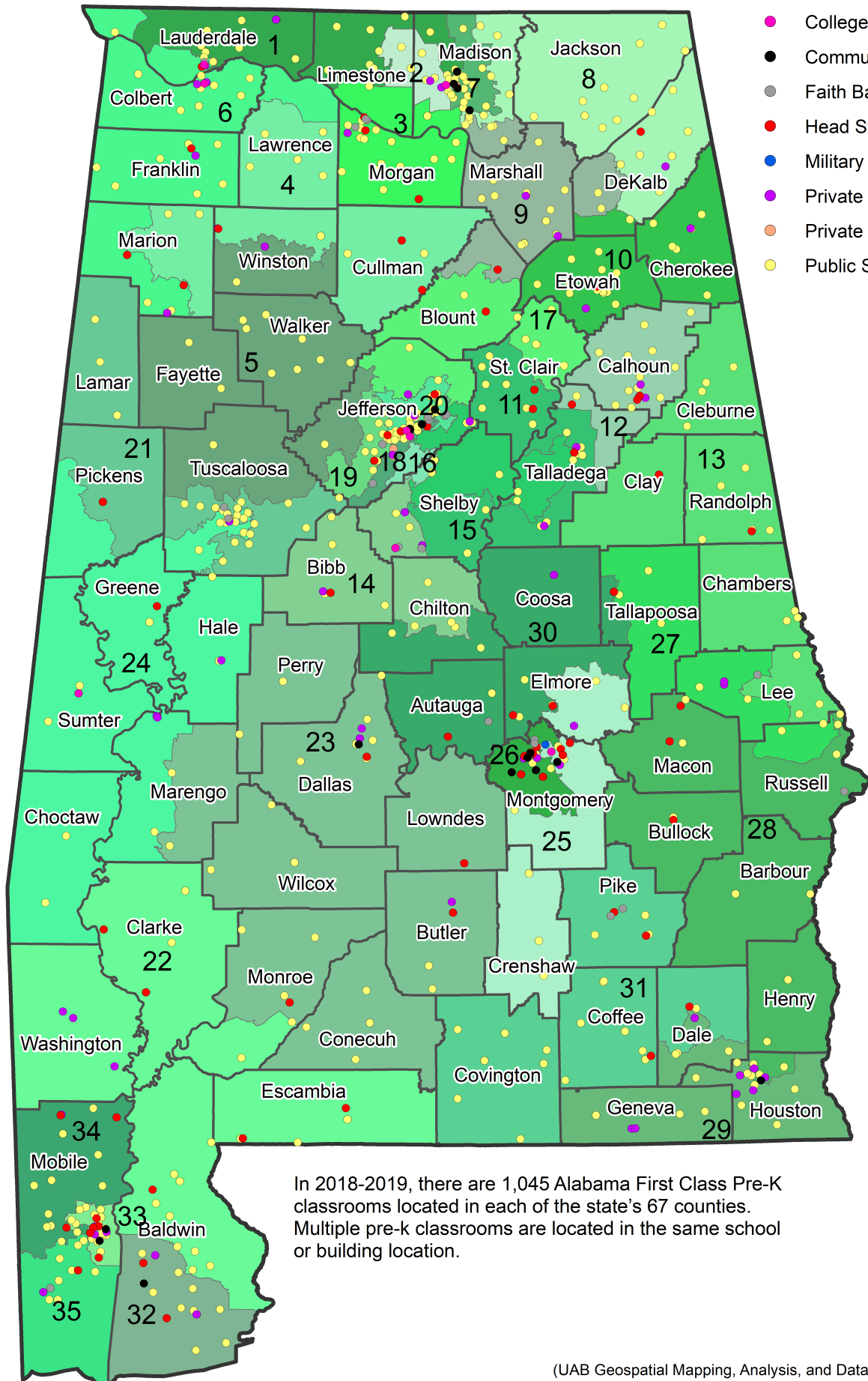
First Class Pre-K by Delivery Type



2019 House Districts



2019 Senate Districts



**BRIEF**

Only one state comes close to having all the elements of a strong pre-K program, report finds

By Linda Jacobson

Published Nov. 9, 2018

Dive Brief:

- More than half of the nation's state-funded preschool programs operate for only half a day — which often doesn't meet the needs of working parents — and a majority of states are not readily able to provide information on the quality of their programs, according to a report released Thursday, which rates programs on meeting what experts say are the 15 “essential elements” of a high-quality public preschool program.
- Conducted by the National Institute for Early Education Research, based at Rutgers University in New Jersey, the report — which includes results on 59 programs in 44 states — is intended to inform newly elected governors, state lawmakers and education leaders as they formulate legislative and policy agendas for next year.
- The report is different from NIEER's annual State of Preschool yearbook, the authors say, because instead of just looking at policies on the books, it also analyzes the level of political will related to early learning issues and whether leaders are putting policies into practice.

Dive Insight:

In addition to Gov.-elect Gavin Newsom in California, the newly elected governors of Colorado, Connecticut, Illinois, Maine and Michigan are among those who made preschool, child care and other services for families with young children, such as home visiting, a part of their campaigns, according to an article from the Center for American Progress, a left-leaning think tank.

“Gubernatorial candidates’ emphasis on child care and early education in this election cycle reflects the importance of these issues to voters,” the authors wrote. “The majority of young children have all available parents in the workforce, meaning that affordable, quality child care and early education are necessities for most families.”

While the NIEER report takes a different approach than in its annual yearbook, the state that came out on top was the same — Alabama, where Republican Gov. Kay Ivey was elected to a full term Tuesday night. Last year, Ivey expanded the state’s First Class Pre-K program by over 100 classrooms. According to the new NIEER report, Alabama has 14 of the 15 elements, which include having two adults in the classroom, a maximum class size of 22 children, age-appropriate learning standards and ongoing professional development. Alabama was found to have only “partially met” the element of providing instructional support for dual-language learners. In the annual yearbook, Alabama meets all 10 of NIEER’s quality benchmarks.

Alabama, however, was far from the only state in which addressing the literacy and language needs of dual-language learners — and supporting their teachers — is a growing challenge. About 75% of the programs reviewed “lack a well-developed strategy.” Programs in Minnesota, Maine and Kansas were among the few that did meet that expectation. Maine, for example, requires program administrators to have training related to working with preschool dual-language learners and their families, and to have written plans for classroom instruction.